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17. ABSTRACT (MAX. 250 WORDS)

Proposals were given to improve the integration of Philadelphia public schools. There should be a reorganization of the grade systems into a Primary school (K-4), a middle school (5-8) and senior grades 9-12. The schools would be grouped in educational clusters with three or more schools under one administrator. Curriculum modifications should include intensive remedial instruction and a consideration of teacher attitudes. Teaching materials should treat minorities fairly and textbooks and materials should be chosen which would further human relations. Educational research must be coordinated and intensified. Teachers should be placed according to the need of the schools. Negroes should be considered fairly for promotion. Faculties should be provided with in-service training in intergroup relations and teaching skills. They also must be fully committed to the program of equal education if the program is to work. Charts and tables pertaining to the recommendations are shown in the appendix.

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A PROPOSAL FOR INTEGRATING PHILADELPHIA PUBLIC SCHOOLS

BY

PHILADELPHIA URBAN LEAGUE
20 South Twelfth Street

AUGUST, 1964

ED001047

Bennett O. Stalvey

INTRODUCTION

Improving the quality of education for all children is the greatest challenge facing the Philadelphia Public School System.

We believe that excellence in public education in a democratic society must strive for academic, intellectual, and creative growth in terms of human values and human relations; that education must have a purpose germane to the ideals of our society. Therefore, academic skills should not be viewed as ends in themselves, but, rather, as tools for responsible, knowledgeable, and humane citizenship in a multi-racial, pluralistic society.

The facts of segregation in the Philadelphia Public School System (see appendix) reveal the vast extent of racial separation and its concomitant inequities in the schools. Historically, segregated education, de facto or de jure, has been inferior education and has had deleterious effects upon both minority and majority-group children alike.

We believe that segregation is morally wrong. All the evidence indicates that it is educationally unsound and that it limits the degree of excellence which can be reached.

The Philadelphia Board of Public Education took a forward step when it adopted a policy of staff and pupil integration in June, 1963. Since that time, it has studied the facts of segregation and with the help of a citizens-advisory group has made recommendations, some of which are already in effect, for

- more -

implementing its policy.

Tireless and earnest effort has gone into the preparation of the report of this Committee. Much has been learned during the process. It is our hope that, with this experience behind them, school officials will utilize the positive and constructive aspects of what has been learned and embark upon a course of bold and creative planning for integrated quality education.

Despite the many fine recommendations, the report falls far short of developing a comprehensive plan for integration in which an orderly progression of steps are outlined and target dates set for achieving the stated goal.

In the two most urgent and sensitive areas - desegregation of pupils and staff-policy guidelines have been enunciated, and well, but no definitive steps have been suggested.

Thus, the recommendations emanating from the three sub-committees, although reinforced by repetition in certain areas, are somewhat disjointed and the interrelationships of the sub-committees' work are not clear.

Moreover, no attention has been given to the present capital building program of the Board which omission contradicts the principles underlying future programs forwarded by the sub-committee on sites, buildings, and facilities.

<u>It is impossible for the school system to forward the goal of integration, on</u>

one hand, and continue to build newly segregated schools, on the other hand. Integration means much more than racial balance, but cannot possibly be achieved without it.

The Pennsylvania Human Relations Commission emphasizes this point in its Affirmative Action Policy on Education of May, 1964: "The erection, purchase, acquisition or use of buildings for public school purposes should be in areas which will promote integration."

In light of the absence of a comprehensive integration plan, we are submitting recommendations for the kind of "master-plan" we believe to be necessary. Our proposal encompasses guidelines already accepted by the Board. Its concentration on specific new directions is in keeping with the Special Committee report.

We submit this proposal knowing and believing implicitly that such a plan must be the responsibility of school officials to devise; recognizing, also, the dangers of encouraging citizen groups to "plan for" rather than "with" school personnel.

School administration, with all the necessary information and resources at its command, is best equipped to formulate a comprehensive plan. Therefore, we offer this not as the "ultimate," but as an indication of how to move "with all deliberate speed," believing that school officials will be able to enlarge and

improve upon our suggestions.

It is our hope that this proposal will speed the process of social change which has been started, and will help those school officials who sincerely and earnestly wish to provide leadership in the challenging days ahead.

PHILOSOPHY AND GOALS

Administrative procedures reflect the underlying philosophy of a school system.

We believe that a philosophy of public education must be based upon the premise that all children are born with untapped potential for intellectual and personal growth; that all children, except for instances of severe mental, emotional, or physical handicaps, are capable of learning the basic academic skills - allowing for individual differences which manifest themselves in differing rates of learning and wide diversity of capability and talent. Such a philosophy must embrace a respect for human dignity and the individual worth of all children.

The public school system should seek to provide educational settings conducive to the intellectual, creative, and personal growth of children. It is our belief that full educational opportunities can best be provided in a "common-school" setting, bringing together children of varying socio-economic, religious, ethnic, and racial backgrounds so that they may learn through direct experience and with sensitive guidance the skills of intergroup relations and humane living.

Given present conditions in the schools such a philosophy cannot be meaningful.

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Major changes in organization and administration must be made.

In keeping with this philosophy, we believe that the goals of the school system should be:

1) achieving integrated, quality education; 2) strengthening the total educative process for all children; and 3) improving the quality of instruction for every child.

The following recommendations are based upon the supposition that systematic steps taken in logical sequence to desegregate the schools must be part of an over-all approach toward achieving the goals enunciated.

Where we appear to repeat what has been stated in the report of the Special Committee on Non-Discrimination, we do so believing that certain concepts can stand re-emphasis because they are new. (It is important to note, that the New Haven Public School System has embraced these very concepts (k-4-4, Cluster, Campus) in its comprehensive plan and that these have been suggested in the "Allen Report" for New York City.)

PROPOSAL #1 - ORGANIZATIONAL CHANGE

At the present time the school system operates on the K6-3-3 plan, with variations of K3, K7, K8, and K9, throughout the system.

We propose the organization of the school system on the K4-4-4 plan. The three levels to be: Primary, grades K-4; Middle, grades 5-8; and Senior, grades 9-12.

The primary level includes an educational check-point at the fourth year. This is the point at which learning becomes more subject-directed and where abstract conceptualization takes on greater importance. This is a transitional year, both educationally and developmentally, and should be the point at which intensive evaluation and remedial programming takes place. (This is not to imply that evaluation and remedial training should not be on-going.)

The middle level will replace the present junior high school. The junior high school is the most difficult to staff in the K6-3-3 plan.

In the middle school an orderly progression of increased subject specialization can take place. The eighth year will then be a logical educational check-point. The youngster must make a decision about course selection (Vocational, Academic, Commercial, etc.) during the eighth grade of the present K6-6-6 plan. This decision may tend to limit or restrict a youngster's academic and occupational horizons. We recommend that all youngsters be provided with a

- more-

broader-based academic curriculum. However, the eighth year will remain an important one, both developmentally and educationally. The senior level will continue to offer further refinement of subject specialization, and,hopefully more subject exploration for the youngster.

To our knowledge no research has been made to ascertain whether one form of organization is educationally better than another. The K4-4-4 plan does seem to lend itself to the developmental growth patterns of children when one considers the age groupings - 5 through 9, 10 through 13, and 14 through 17.

The basis for recommending this reorganization has been made after looking at the total school population in light of its racial composition, considering where Negro and white children are attending school, and reviewing the degree of utilization of school buildings. In terms of facilities, a tremendous problem of overcrowding exists on the secondary level, while many elementary school buildings are underutilized.

We are convinced that reorganization of the entire school system on K4-4-4 will help immeasurably in desegregating the schools, as well as in making efficient use of existing facilities. Further, it attacks the problem of segregation in a more orderly fashion than any other proposal we have seen to date and ties-in to other necessary changes related to curriculum, instruction, etc.

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Reorganization to K4-4-4 will still not affect schools in the inner core of Negro or white ghettoes. The only way we see this problem being attacked is by the creation of educational campuses. (See Proposal #3)

During the transitional period, busing to relieve overcrowding will have to continue, but related to the total plan, not peripheral to it.

PROPOSAL #2 - EDUCATIONAL CLUSTER

The Cluster, as part of the K4-4-4 reorganization, is the nucleus of our proposal to desegregate schools. The attached appendix spells out specific clusters and the predicted racial composition.

The Cluster is a constellation of schools which shares facilities, special staff, etc., and in which children, faculty and parents come into contact with each other. It is an administrative unit which implements the K4-4-4 plan through what we believe to be, creative and effective utilization of present facilities.

For example, a Cluster may contain 3 or more schools, some serving as primary schools and others as middle schools. The constellation brings the small neighborhood into a larger area unit.

As the school system forms the constellations, it will desegregate staff and students in the normal course of organizational change.

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The Cluster arrangement can help to make use of available pupil space wherever possible, making up, to some extent, the differential which exists between overcrowded and underutilized schools. Because the greatest degree of underutilization exists on the elementary level, elementary school buildings can be converted into middle schools. In some instances this will free present junior high buildings for senior level use.

a. Consolidation or Merging of School Populations

In some areas of the school system, such as in Districts 2, 3, 5, and 7,there are vastly underutilized facilities. The small numbers(below 500 pupils) involved in these school populations deter as flexible and full a school organization as might be desired. Just as small districts in the State are being asked to consolidate for the purpose of improving educational opportunities, several of these school populations should be consolidated. (The Wolf-Cary-Read consolidation to be undertaken in September is an example of what we mean). Consolidation can flow easily into Clusters and the K4-4-4 plan.

b. Other Use of Existing Facilities

Whenever possible, buildings freed of use should be converted into pre-school, day-care, and community centers.

Portables presently being used for regular classroom purposes,

during the process of reorganization can, in some cases, be freed to be used for pre-school classes only.

City and School Board joint programs should be immediately launched as part of the "war on poverty."

c. Capital Budgeting

The present capital program has little or no relationship to the recommendations made by the Special Board Committee on Non-Discrimination, or to a comprehensive approach to achieve integrated schools.

The Board's Capital Expenditure Budget must be immediately revised so that renovations, repairs, and additions can be made in keeping with a comprehensive integration plan.

d. Administration

Administrative changes will necessarily be made because of the Cluster. Each Cluster should have a Supervisor directly responsible to the District Superintendent. At the present time, District Superintendents administer districts of 11,000 to 25,000 children, districts larger than a great many city or county districts throughout the state and country. The supervision of Clusters, we believe, will strengthen

the administration of districts by adding an intermediary between the school principal and the district superintendent.

In addition, home and school coordinators, language laboratory teachers, and other auxiliary help would serve the schools involved. This would not only help to strengthen the quality of instruction in the schools, but would also provide for continuity and articulation of curriculum within and among the schools in each Cluster. Curriculum and educational programming should be planned by faculty in the Cluster. Meetings at regular intervals should be held to bring all faculty within the Cluster together. Parent associations should also meet together. Student programs should be planned so that children within the Cluster share activities as well as facilities.

e. Within-School Organization

Classes in elementary schools are presently organized on the basis of the Continuous Progress Primary which is, in essence, ability-grouping.

Classification of pupils is made on the basis of verbal ability test scores. "The reliability of IQ tests has been seriously questioned. It is difficult to frame a test that is not based on previous knowledge by the students of words and their usage. There seems to be evidence

that the IQ score itself varies from test to test, and that under optimum learning conditions a greater potential for learning than that recorded in the test can assert itself." (p. 17 Report of the Special Committee on Nondiscrimination.)

Therefore, despite the fact that at ages 5 and 6 when the test scores are even less reliable, at the start of their school careers children are placed in groups designated as "slow," " average," or "fast."

Research data indicates that no significant difference in school achievement results from ability-grouping. What has been revealed, however, is the fact that children are conscious of the grouping and self image as well as social relationships with peers are adversely affected.

In a desegregated school many Negro children will be placed in the "lower" groups because of the educational handicaps they bring as a result of deprivation and segregation. A recent report by the National Association of Intergroup Relations Officials states:

> "Thus, the evidence available not only does not warrant the segregation of low-achieving minority-group children in the low ability groups of recently desegregated schools, but it argues directly against this practice. The supposed scholastic

advantages of ability-grouping have not been demonstrated, whereas the harmful social and emotional consequences of such grouping are well established."

We recommend, therefore, that there be heterogeneous class grouping, with additional staff provided to assure that attention is given to every child who needs special help - the child who needs to overcome educational handicaps, as well as the child who requires advanced study. *

f. Target Dates

The Board should set a target date for completion of Cluster arrangements and the K4-4-4 plan for the entire system. September, 1966 is suggested.

A great many administrative details must be attended to in moving into organizational change as we have outlined. The months ahead must be spent in ironing-out all of the details, involving principals and teachers in the planning, and in making the necessary physical improvements in the facilities involved so that by September, 1965 a sizeable segement of the school system will be able to move as smoothly as possible into the new organization.

We urge that several Cluster arrangements be set-up by February,

1965 to serve as pilot demonstrations and to assure smoother transition in September, 1965. These pilot Clusters will also serve to demonstrate to the community the effective and meaningful desegregation which can occur as a part of a total plan to strengthen the educative process throughout the System.

For example, the school system has a unique opportunity to utilize the new buildings at 31st Street and Ridge Avenue for laboratory-demonstration purposes, utilizing the K4-4-4 plan. Both of these buildings are tremendously over-sized according to the standards adopted by the Board of Education and City Planning Commission for use in the present K6-3-3 organization. The elementary building accomodates over 1400 children and the junior high over 2400. We recommend the following:

1. The elementary building to be used as a dual unit with 600 children at the primary level and 800 at the middle level. The junior high building to be used as a senior level school.

2. This campus-like organization to be a part of a university-related program. Temple University should be immediately contacted for this purpose. A creative and intensive internship program could be utilized which would greatly alleviate the substitute teacher problem these new schools will

encounter.

3. In addition to making a positive, constructive example out of a situation otherwise fraught with problems, this arrangement can serve as a demonstration of effective instruction of all children, rather than with a selected student population as in the present Masterman Laboratory-Demonstration school.

4. Planned placement of students from both the immediate vicinity of the buildings and from other areas of the city for desegregation purposes.

5. Community leaders from the Strawberry-Mansion area to be involved in the planning for reorganization.

PROPOSAL #3 - EDUCATIONAL CAMPUS

This new concept of building would combine the goals of quality, equality, and economy. We use the term "campus" because it aptly describes the arrangement of many school buildings on one large site. The campus would serve wide areas or regions of the city providing a true "common-school" experience for children of varying socio-economic, religious, ethnic, and racial backgrounds. Further, it would increase the effectiveness of comprehensive planning to facilitate city-wide needs and would help to overcome the

present frustrating and unsuccessful task of keeping up with population mobility on the smaller neighborhood level. The campus is a logical sequence of the proposals for organizational change and Cluster-arrangements. Clusters would "move into" newly erected campus buildings. Unless the Board of Education revises its present 1962-1964 Capital Program, it will frustrate and, in many cases, negate its stated intention of fostering integration. And it will hamper the effectiveness of comprehensive planning.

We recommend that the Board, together with the City Planning Commission, locate land for immediate use so that Philadelphia can realize completion of one or more campuses within the next three years. Every effort should be made to locate campuses where large islands of residential segregation can be bridged.

It might be possible to utilize existing facilities while erecting new ones in areas scheduled for urban renewal. For example, the Clymer, Welsh, and Hartranft schools are on the present building program for replacement. This area, with additional school buildings, may well form the nucleus of a campus, bringing together children residing north and east of the area with children south of the area.

Key areas might be southwest Philadelphia, Overbrook or Overbrook Park, Roxborough-Manyunk (which could bridge the Northwestern area of the city and the upper portion of North Philadelphia), Germantown, Center City, etc.

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Planning for the campus should include all that is known about flexible design of facilities in order to meet the needs of modern education.

On the campus fully equipped libraries, which include materials - resource centers are economically feasible because they can be shared.

Emphasis on the arts can become part and parcel of the school program through the creation of "Arts Centers," specially equipped and staffed for use by children from primary through secondary age. Such Centers should be used during the school-day and open, on a regular basis, for extra-curricular activities. The same would apply to specially equipped Vocational-Technical Centers.

The creative possibilities for educational planning are manifold when the restrictions and limitations of planning for a single school building on the local level are removed.

PROPOSAL #4 - CURRICULUM AND TEACHING INNOVATIONS

As the school system works out the administrative details for the Cluster-arrangements, a full review of curriculum should be made. It is not enough to attack only the quantitative factors such as class-size, number of books, etc., as important as these may be, without simultaneously attending to what is being taught and how it is being taught.

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a. Educational Improvement Program

The Educational Improvement Program reflects an earnest attempt to remedy excessive inequities within the present framework of the school system.

However, a majority of the Educational Improvement Program schools remains predominantly Negro. Segregation itself is debilitating and must be removed as quickly as possible if meaningful improvement programs are to be as effective as possible.

As commendable as the Educational Improvement Program is, it is still a program confined, in the main, to present curriculum and teaching methods.

While the sub-committee on curriculum of the Special Board Committee on Non-Discrimination recommends exploration and experimentation with teaching innovations such as team teaching, non-graded schools, etc., specifics have not been detailed.

b. Teaching Innovations

We recommend that details for different approaches to teaching be worked-out with faculty fully involved in such planning.

Schools must begin to cope with the individual child and his needs.

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Therefore, class-size and grade organization must become flexible points of departure, rather than rigid organizational devices.

Team-teaching combined with the non-graded organization can be used in such a manner that the strengths and talents of teachers can be best utilized to meet the needs of children.

c. Curriculum

There is increasing need for academic competency regardless of the occupations people hold today and will hold in the future. To quote B. Frank Brown, principal of Melbourne High School, Melbourne, Florida, a non-graded high school attracting nation-wide attention, "Faced with the colossal problem of educating youngsters for jobs which do not exist and for professions which can not be described, education must be able to come out with individuals who are adaptable. If we fail in this goal, then our society will be too rigid to deal with in the future."

We envision curriculum-planning to include broad academic curricula for the first ten years of school, with intensive subject specialization during the last two years of school. In addition, full exposure to and exploration of the arts must become part of the curriculum starting at the primary level.

We recommend that the present method of course-selection be drastically revised and altered, so that children do not have to narrow their horizons by eighth grade. Rather than having youngsters "decide" what pigeon-hole they must fit into - academic, commercial, technical, etc., - they should be offered an open-ended curriculum. This would provide a general academic base for all children, at the same time as it would provide increasing specialization and advanced course-work.

For immediate curriculum revision we urge:

1) That the "general" or common-learnings courses be discontinued on the secondary level, and
2) That intensive remedial instruction be built into the on-going curriculum, during the regular school day, in order to close the educational gap in the schools which have been attended by minority-group children.

Modified and watered-down courses are not to be equated with remedial instruction.

PROPOSAL #5 - INSTRUCTIONAL SUPPLIES AND EQUIPMENT

Full evaluation and inventories must be made of instructional supplies and equipment on a school-by-school basis.

Analysis should be made district-by-district as to these needs. A staff person assigned by central administration should be responsible for keeping up-to-date records of school inventories and to alert District Superintendents of special needs, whenever necessary.

Evaluation should include not only numbers and kinds of textbooks, readers, volumes, supplies, equipment, etc., but age and appropriateness of same.

Books and visual-aids should be examined for human relations content.

The necessity of providing all children with instructional materials in which minority-group people are fairly depicted is recognized by school officials. Planning to include such material is part and parcel of an integration plan. Book publishers are now giving attention to this need, but school officials must be firm in requesting human relations materials and in developing their own, if necessary.

a. Libraries

When the school system moves into the K4-4-4 organization a materials-resource center, utilizing present facilities or additions and renovations to same, should be established for every Cluster with a full-time librarian on the staff. This is a way to implement the ten year program recommended by the sub-committee on curriculum.

The experience and knowledge gained through the Lea School Universities-Related Program should be fully utilized in such planning. The City's library services should also be fully utilized in planning and implementing the materials-resource centers.

PROPOSAL #7 - EDUCATIONAL RESEARCH

Adequate staff must be provided so that the Division of Educational Research can coordinate, evaluate, and initiate on-going research in the schools.

The director of this Division should be directly responsible for working with university and college personnel who are conducting experimental programs in the schools.

PROPOSAL #8 - STAFF PLACEMENT AND PROMOTION POLICIES

a. Placement

It should be administrative policy to appoint new teachers according to the needs of the schools. (The Court agreement to place new teachers in schools having 10% or more vacancy rates does not constitute administrative policy.)

Evaluation of the prospective teacher should be made on the basis of training, experience, and talent so as to determine how and where he may make the best contribution.

- more -

The appointing official should have a profile of schools in which vacancies exist in order to match the applicant's proficiences with the needs of the schools.

Unless administrative steps are taken to remedy the disproportionate amount of teacher vacancies which exist in certain schools, Negro children will continue to bear the brunt of the teacher-shortage. A new placement policy may not be able to off-set these conditions quickly enough.

It is the responsibility of the school board and administration, not of the individual teacher, to remove inequities and, therefore, a program must be undertaken whereby experienced teachers are re-assigned on the basis of their professional competency and sensitivity.

Just as the community-at-large is in need of strong leadership and direction, so is the community of teachers. We recognize the fact that teacher organizations have been opposed to re-assignment. However, with representatives from teachers organizations working with administration in the planning of such re-assignment, and with faculties being involved in and informed of the program, some of the restment may be off-set. Consideration to factors such as age, length of time in the school system, excessive distance from home,

etc., can be flexible enough so as not to impose undue hardship on any teacher.

b. Promotion

There has been increasing understanding on the part of school board members and administrators to upgrade qualified Negro personnel who had been overlooked for promotional appointments in the past. The establishment of a Personnel Department and new, objective measures for promotions, as well as the posting of available promotional opportunities will facilitate greater equality of opportunity for professional staff. At the same time, however, there must be concerted effort to place Negro principals in schools with large percentages of white pupils.

PROPOSAL #9 - IN-SERVICE TRAINING AND INTERGROUP RELATIONS

Faculties should be provided with in-service training in intergroup relations and teaching skills during the school day. For example, the procedure used by the great Cities Improvement Program schools has proven effective.

Colleges and universities in the area should be solicited for joint programming of this nature.

The institutions of higher learning should also be encouraged to offer scholar-

ship aid to teachers desiring to take courses to enhance their understanding of children and intergroup relations education.

An Integration and Intergroup Relations Department should be established in its own right with sufficient staff. One area of its responsibility should be to supervise programs on a school-by-school basis. Staff from this department should be assigned to each district to assume the administrative responsibility for in-service training in the schools. Each Cluster should have a consulting teacher whose major responsibility would be implementing in-service programs.

All new teachers and substitute teachers should be given orientation sessions in intergroup relations education. Workshops and seminars should be set-up annually or biannually to enable faculty members throughout the school system to come together. University and college professors, professional intergroup relations agencies, schools of social work, and community service organizations should be called upon to serve in an advisory and consultative capacity in the formulation and implementation of in-service training.

PROPOSAL #10 - INVOLVING SCHOOL PERSONNEL

The success of any program depends upon the commitment and dedication of those responsible for its implementation.

A great deal of attention has been given to the need for public education and

community relations programs which will provide clarity and understanding of school integration to parents and the community-at-large.

Equal attention must be given to providing school personnel with clarification and understanding about the urgency of planned integration.

Therefore, school personnel, from the classroom teacher to the Associate Superintendent, must be fully involved in the planning of necessary organizational changes.

Administrative details must be worked-out, with teachers and principals fully informed, before specifics are released to the public.

APPENDIX I

RACIAL SEGREGATION IN PHILADELPHIA PUBLIC SCHOOLS

There are approximately 260,000 children enrolled in the Philadelphia School System, 53% of whom are Negro.

Over the past decade the Negro percentage of the public school population rose from 39% to the present 53%.

From our analysis of the statistics we have found that there has been consistent concentration of the Negro population in three of the eight school districts. These three districts contain 70% of all Negro children in the system.

In April, 1963 the Philadelphia Commission on Human Relations reported that the percentage of Negro children attending schools in which there was 80% or more Negro rose from 72% in 1956 to 85% in 1963.

For the purpose of clarity, our definition of a segregated school is a school attended by 90% or more of either race.

An Urban League analysis of the proportion of children attending segregated schools as of June, 1963 revealed that approximately 3/4 of all Negro children and 2/3 of all white children were in racially segregated schools.

The tables below indicate that 176 (or 66%) of the 268 school buildings (and annexes), as of March, 1964, were racially segregated. The percentage of segregated schools decreases on the secondary levels. However, the proportion of Negro students enrolled at the senior high level also decreases.

Table #1 AMOUNT OF SEGREGATION BY ORGANIZATIONAL LEVEL

Level	No. of Schools	No. of Segregated Schools	% of Schools Segregated
Elementary	215	147	68%
Junior High	31	17	55%
Senior and Tech.	22	12	55%
Totals	268	176	66%

Table #2 RACIAL COMPOSITION OF SEGREGATED SCHOOLS

Level	Number of Schools	Number Predom. Negro	Number Predom. White	% Predom. Negro	% Predom. White
Elementary	215	73	74	34%	34%
Junior High	31	10	7	32%	23%
Senior and Tech.	22	4	8	18%	36%
Totals	268	87	89	32%	33%

As for Negro teachers, an analysis made by us for the 1962-63 school year revealed the following:

Table #3 PROPORTION OF NEGRO TEACHERS IN PREDOMINANTLY NEGRO SCHOOLS BY ORGANIZATIONAL LEVEL

Level	% Negro
Elementary	94
Junior High	81
Senior & Tech. High	50

APPENDIX II

It would be impossible for us to redraw the total school system into a K4-4-4 plan.

The break-down of Clusters which follows represents how the school system could move in the direction of reorganization to K4-4-4.

We have concentrated in those areas of the Philadelphia school district where desegregation could be achieved through reorganization. There are situations where all schools within a Cluster may not be completely desegregated, but because the Cluster operates as a unit, all the children will be part of a desegregated situation and will come together at the middle level.

The entire District #6 lends itself most easily to total reorganization, and we have indicated as much.

Certain areas within Districts 1, 2, 4, 5, and 7, lend themselves to reorganization and desegregation more easily than others. These schools are the ones which have received attention in our proposal.

DISTRICT #1

This is the most overcrowded district in the school system, particularly at the junior and senior high levels. It is also one of the three most segregated districts. Racial composition is 84% Negro.

Of the 34 schools, 20 are predominantly Negro (17 elementary, 2 junior high, and one senior high) and 2 elementary schools are predominantly white.

Busing because of overcrowding has been part of the history of this district for many years.

In proposing the following Clusters, we have attempted to indicate where desegregation could be achieved and how some of the overcrowding could be somewhat alleviated.

It is clear that this region of the city requires priority attention in the school building program.

	Present Org.	Present Enrollment	Present No. Negro	Proposed Org.
Wolf	K-6	357	192	Primary
Patterson	K-6	638	49	Middle
Catherine	K-6	596	218	Primary
Morton	K-6	594	86	Primary
Comegys*	K-6	400	400	K-2

Present enrollment: 2585
Approximate total capacity: 4038
Projected racial composition: 36% Negro **

* Comegys is composed of two buildings, one of which was erected in 1899. Although it is not contiguous to the other schools in the Cluster, we recommend that grades 3 and 4 be transferred to the primary schools in this Cluster and that the Comegys facility erected in 1910 be used only for kindergarten through second grade. The present fifth and sixth grades from Comegys would be transferred to Patterson, the middle school. Therefore, we have estimated that 400 children from the Comegys area will be enrolled in this Cluster.

** We recommend that in order to relieve overcrowded conditions elsewhere in the district, children from Bryant, for example, be transferred to this Cluster. Thus, the racial composition may change to approximately 50% Negro.

Tilden Junior High will be affected by the above Cluster and its pupil population reduced. It could, therefore, take the 500 children who will be using Mitchell school as an annex to Shaw Junior High. Tilden should be converted to either a Middle level school eventually (servicing the schools north of this Cluster) or, possibly, as an annex to Bartram High.

	Present Org.	Present Enrollment	Present No. Negro	Proposed Org.
Mitchell	K-6	695	89	Primary
Longstreth	K-6	671	131	Primary
Harrity	K-6	1017	1011	Primary
Harrington	K-6	773	561	Primary

Present enrollment: 3156
Approximate total capacity: 3484
Projected racial composition: 85% Negro (as a unit)

- more-

This Cluster could feed to Shaw and Tilden when they become Middle schools. The primary schools could continue to receive children from Hamilton school which, otherwise, would continue to be overcrowded.

	Present Org.	Present Enrollment	Present No. Negro	Proposed Org.
Lea	K-9	1602	1290	Middle
Drew-Kendrick*	K-7, R. E.	1342	1326	Primary
Powell	K-6	351	287	Primary
Wilson	K-7	718	715	Primary

Present enrollment: 4013*
Approximate total capacity: 3666*
Projected racial composition: 87% Negro **

* While the present combined enrollment exceeds the total capacity, the enrollment figures will change with reorganization. The Lea school ninth graders would be removed. In addition, approximately 200 children in the R. E. Center presently at Drew-Kendrick should be transferred to a senior level school. Also, several boundary adjustments could reduce the pupil population.

** These schools are in a renewal area. The white population should increase due to the University involvement in the renewal program. With this Cluster being part of a universities-related program, it can very well serve as a laboratory-demonstration project.

We suggest that school officials look into the possibility of using schools in District #2 to relieve overcrowding.

Reorganization of District #4 will affect some schools in District #1 and should help reduce overcrowding.

DISTRICT #4

Of the 31 schools in this district, 23 are predominantly Negro (19 elementary, 3 junior high, and one senior high) and 3 elementary schools are predominantly white. Most of the schools are overcrowded.

Racial composition for the district is 83% Negro.

- more -

Through reorganization it is possible to free Beeber Junior High for senior level use as an annex to Overbrook High.

	Present Org.	Present Enrollment	Present No. Negro	Proposed Org.
Gompers	K-6	678	48	Primary
Overbrook*	K-6	663	612	Primary
Heston	K-6	1047	1024	Primary
Mann	K-6	658	56	Middle

Present enrollment: 3046*
Approximate total capacity: 3247
Projected racial composition: 56% Negro

* In order to reduce the pupil population of this Cluster, a boundary change should be made between Overbrook and Lamberton, and Overbrook and Cassidy. This Cluster, with Mann as a middle school, will affect Beeber Junior High which is presently "fed" by these schools.

	Present Org.	Present Enrollment	Present No. Negro	Proposed Org.
Lamberton	K-6	1132	1	Middle
Cassidy	K-6	642	462	Primary
Hanna	K-6	1331	1319	Primary

Present enrollment: 3105
Approximate total capacity: 3970
Projected racial composition: 57% Negro

This Cluster will help to make it possible for Beeber to be depleted of its junior high population. Therefore, it can become a senior level school.

Shoemaker Junior High will no longer receive pupils from Heston and Hanna schools. This will enable Shoemaker Junior High to eventually become a middle school with Brooks, Barry and Holmes as primary schools. (Barry and Holmes are in District #1).

We have already suggested that the Hill (elementary) and Strawberry Mansion (junior high) schools be used for laboratory-demonstration purposes in a K4-4-4 arrangement.

In order to relieve overcrowding of the other elementary schools in this area we suggest student transfers to schools in the Roxborough-Manyunk area

- more -

(District #6) and to underutilized schools in districts 5 and 7.

DISTRICT #2

This district extends from the southernmost city limits (West of Broad to the Schuylkill) to North Philadelphia at Norris Street and Glenwood Avenue.

The schools south of Market Street are underutilized, those north of Market are overcrowded.

Of the 36 schools in the district, 23 are predominantly Negro (19 elementary, 2 junior high, 2 senior high, and one elementary school is predominantly white).

The racial composition for the district is 84% Negro.

A degree of racial balance can be achieved through reorganization only in the schools south of Market Street. This will result in making one of the two segregated junior high schools a somewhat integrated middle school.

However, Vaux Junior High and the two senior high schools, Ben Franklin and William Penn, will remain segregated even if converted to middle and senior level schools.

Unless new pupil placement procedure is used at the senior level, most of the Negro and Puerto Rican children residing in the Northern segment of this district cannot look forward to any integrated experience throughout their 12 years of schooling.

	Present Org.	Present Enrollment	Present No. Negro	Proposed Org.
Bregy	K-6	916	160	Primary
Girard	K-6	563	10	Primary
Poe	K-6	468	99	Primary
Childs*	K-6	1024	1020	Pre-School K-2
Smith**	K-6	764	764	Primary
Vare	7-9	(1048)	(378)	Middle

Present enrollment: 4783 (including Vare)
Approximate total capacity: 6085
Projected racial composition: 57% Negro Middle level

* Childs contain 20 rooms built in 1889. We recommend closing that portion

of the building and utilizing the remaining 15 rooms (erected 1915) for kindergarten through second grade. Third and fourth graders residing in Child's area to attend Girard and Poe schools.

** Smith to receive children presently in Landreth area (see following Cluster). Boundary changes between Poe, Girard, and Bregy will allow more equitable use of these facilities.

Available space in primary schools will allow for pre-school classes.

	Present Org.	Present Enrollment	Present No. Negro	Proposed Org.
Benson*	K-6	640	612	Pre-School
Alcorn	K-6	601	433	Primary
Wayne	K-6	523	162	Primary
McDaniel	K-6	698	645	Primary
Landreth	K-6	873	873	Primary
Audenried	7-9	(1133)	(888)	Middle

Present enrollment: 4468 (including Audenried)
Approximate total capacity: 4466
Projected racial composition: 80% Negro Middle level

* Benson was erected in 1895. It is not fire-resistive. We recommend that the school be used for pre-school and kindergarten classes. Regular-grade children to attend other schools in Cluster.

** Landreth contains 13 rooms erected in 1889. We recommend that the remaining 15 rooms (built 1923) be used as a primary school. Transfer part of Landreth area children to McDaniel and Smith.

In order to relieve this Cluster of what may be an overcrowded situation, children from present McDaniel and Landreth areas should be transferred to schools in preceding Cluster.

	Present Org.	Present Enrollment	Present No. Negro	Proposed Org.
City Center*	K-6	356	78	Closed
Durham**	K-6 (RE)	471	461	Primary
Arthur	K-6	563	561	Primary
Stanton	K-6	743	743	Primary
Peirce	K-6	825	814	Primary
Barratt	7-9	1422	(1420)	Middle

- more -

* Levering figures include the 105 children transferred from Stokley in February, 1964. It is our understanding that the Stokley children were given a choice as to remain at Levering or to return to Stokley. We have been informed that approximately 25 children will remain.

** Cook is an old building, non-fire-resistive. We suggest that the student population be consolidated with Levering, Dobson, and, possible, Wissahickon, and that the building be used as a pre-school center for the total Roxborough-Manyunk area.

	Present Org.	Present Enrollment	Present No. Negro	Proposed Org.
Fulton*	K-6 (RE)	999	928	Middle
Wister	K-6	595	583	Primary
Keyser**	K-3	(209)	191	Pre-School
Fitler	K-6	611	152	Primary
Logan***	K-6 (VH)	716	343	Primary

Present enrollment: 2821 (without RE children at Fulton - approximate enrollment would be 2521)
Approximate total capacity: 2980
(Enrollment and capacity figures do not include Keyser School)
Projected racial composition: 59% Negro at Middle level

* Fulton presently has approximately 300 RE children on roll. Recommendation: Transfer RE classes to present Roosevelt Junior High. (These are older RE children.)

** Keyser - Old building, housing only younger children. Convert to Pre-School Center (and day-care) for the Cluster area. Send school-age children to Fulton.

*** Logan - Presently has classes for visually handicapped children, approximately 200 in number. In addition, the regular-grade organization which had been open to children only, as of September, 1964.

We recommend that the VH classes be transferred to Birney School which has a capacity of 1465 and which is presently enrolling 714 students, leaving Logan for regular-grade organization only.

Change boundaries between Logan and Wister, Fitler and Wister and achieve interracial student enrollments.

- more -

	Present Org.	Present Enrollment	Present No. Negro	Proposed Org.
Steel	K-6	546	306	Primary
Cleveland	K-6	1197	1095	Primary
Wright	K-6	463	164	Primary
Taylor	K-8	442	37	Primary
McClure	K-6 (RT)	493	84	Middle

Present enrollment: 3041
Approximate total capacity: 3961
Projected racial composition: 55% Negro at Middle level.